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ABSTRACT

Upper elementary and secondary students, teachers, and parents were surveyed to measure their attitudes toward nationalism and students' knowledge of world affairs. Teachers were also questioned about their travel experiences and inservice activities. Results of the survey indicated that the students, in general, were against war, realized that Americans cannot alone solve all world problems, felt that foreigners should be allowed to live in the United States, believed that schools should not teach that the United States is the best in the world, and believed that schools should teach about other countries and people. Older students were less positive about the United States sharing with other countries, although students in lower socioeconomic schools were more willing to share. All students scored poorly on questions about world affairs, and curriculum materials at the secondary level showed very little international content. A majority of teachers believed that schools should teach about other countries and should help students develop positive attitudes toward people from other countries. However, they tended to believe that students should be taught to place national citizenship ahead of world citizenship and to place more emphasis upon patriotism. The average social studies teacher was neither more multilingual nor better traveled than teachers of other subjects. Few inservice activities involved learning a second language. Parents' responses were for the most part similar to the teachers' responses, although some schools were identified in which parents and teachers disagreed on attitudes toward patriotism and world citizenship. The point is made that implementing global education in the schools would be desirable and that perhaps the upper elementary level would be the best stage at which to initiate it. (JD)

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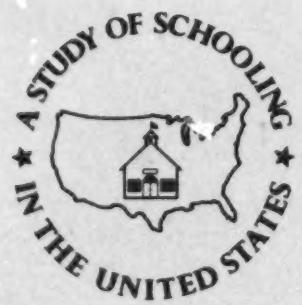
A STUDY OF SCHOOLING

Technical Report Series



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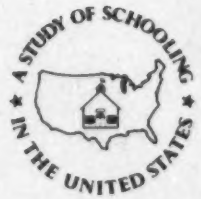

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GLOBAL EDUCATION

Kenneth A. Tye

Technical Report No. 20

1980

A Study of Schooling is based upon the assumption that improving schools requires knowing what is happening in and around them. A comprehensive data-base of contextual information was obtained from students, teachers, administrators, parents and observers at all grade levels in thirty-eight elementary and secondary purposively sampled schools. *It is strongly recommended that readers of any technical report in this series first read Technical Report No. 1 which outlines the details, scope and limitations of the Study as a whole.*

It must be understood that this series of technical reports does not constitute the Study. Some reports are highly specific "molecular" inquiries while others take a more "molar" view across data sources, schooling levels, etc. Some reports are more methodological in nature arising out of issues in data analysis. Many of the reports quite naturally overlap in data analysed and interpretations rendered. Some authors have approached their task as consisting mostly of data description with little discussion beyond the presentation of the data. Others have ventured further into the realm of interpretation and speculation. *It must be further understood that data-based inferences can and do differ among researchers who come at the data from differing points-of-view.* Authors, therefore, are duly acknowledged for each report and are responsible for the material presented therein.

GLOBAL EDUCATION

Rationale and Scope. At the beginning of the Study of Schooling, the /I/D/E/A/ staff recognized the singular importance of global studies in the curriculum and more specifically in the social studies. We sought and received a small additional grant from the Charles F. Kettering Foundation in order to develop a special component for the Study on that topic.

We began by commissioning a normative report on the field. We wanted a statement made about what could and should be done in the field. James Becker was asked to be the editor because of his obvious and long-term leadership in the field. Authors such as David King, Stephen Rhinesmith of AFS, Lee and Charlotte Anderson, Robert Leestma and Judith Torney were involved. The result was Schooling for a Global Age, published in 1979 by McGraw-Hill, Inc.

Additionally, we devised survey instruments to measure: (1) the nationalism of upper elementary and secondary students, teachers and parents; and (2) the global knowledge of upper elementary and secondary students. Also, we questioned teachers about their travel experiences, in-service training and other factors which might affect their dispositions toward global issues and teaching. Finally, we collected actual teaching materials from teachers.

Student Data. Students were asked to respond to 10 nationalism or attitude items. There were six separate constructs represented by these items. One had to do with war. Approximately 90 per cent of the students at the upper elementary, junior high and high school levels agreed that "talking things over with other countries was better than fighting."

Another item stated: "America is so great that it can solve all of the world's problems by itself." Slightly more than 80 percent of upper elementary and high school students disagreed with this statement, while slightly fewer than 70 percent of junior high school students did.

There were two items about foreign peoples and ideas. Approximately 70 percent of the students at all levels disagreed with the statement: "People from foreign countries should be prevented from living in the United States." However, fewer than 50 percent at all levels disagreed with the statement: "The greatest danger to American government comes from foreign countries and their ideas."

There were three items about sharing. These were: (1) "Helping other countries is a good way to use our money," (2) "The United States should share its food with other countries," and (3) "A country where people have too many children should not receive food or aid from the United States." On the first two items, upper elementary student responses were quite a bit more positive, followed by junior high and then high school. All responses were positive although only slightly more than half of the high school students agreed to both items. Approximately 70 percent of the students at all levels disagreed that aid should be contingent upon population control. When a school-by-school analysis was applied to these items, there was a relationship between attitudes toward sharing and SES. That is, students in low SES schools were more willing to share.

There were two items about what schools should teach. Approximately 75 percent of upper elementary and high school students and 64 percent of junior high school students disagreed with the statement: "Schools should teach students that our country is the best in the world." Also,

approximately 65 percent of upper elementary and junior high students and slightly more than 75 percent of the high school students disagreed with the statement: "Schools should not waste time teaching about other countries and people."

Finally, the most direct nationalism item was: "I think the American people are the best in the world." Some 58 percent of the elementary students, but only about 40 percent of the junior high and high school students disagreed.

In summary, it can be stated that the students in our sample, in general, were against war, realized that America cannot alone solve all world problems, felt that foreigners should be allowed to live in the United States, and believed that schools should not teach that this country is the best in the world and should teach about other countries and people. They also believed that the United States should share with other countries. However, older students were less positive about this and responses were lower in higher SES schools.

On the other hand, over half of our sample felt that foreign countries and their ideas were dangerous to American government. Likewise, over half believed that the American people are the best in the world.

These data suggest that we can be fairly satisfied about many student global attitudes. However, it is obvious that we are dealing with a very basic and deeply imbedded ethnocentrism which we have hardly begun to confront. It would seem to me that herein resides a significant frontier for research, experimentation and curriculum development.

Students were also administered a twelve-item knowledge questionnaire based upon Lee Anderson's typology of global objectives. The upper elementary and secondary forms contained different items or different wording for similar items.

Overall, at the upper elementary level there were only four items to which more than 50 percent of the students responded correctly. Approximately 60 percent responded correctly to two items about the solar system and one item about outer space. Some 54 percent responded correctly on the item about overpopulation being a problem in the world today.

Two items about Latin America, "The language spoken by most people in Latin America are Spanish and Portuguese" and "Latin America is a group of countries south of the United States" were answered correctly by only 16 percent of upper elementary students.

Four items asked about aspects of international relations: "When two or more countries have the same size army and navy, it is called balance of power" (49% correct), "The exchange of products between countries is called trade" (48% correct), "An agreement between two countries might be called a treaty" (34% correct), "To work for peace in the world, most countries belong to the United Nations" (23% correct).

By junior high there were still only three items which more than 50 percent of the students responded to correctly. However, by high school over 50 percent of the students responded correctly to all items except two: "Over half the world's population is located in Asia" (37%) and "The population most rapidly outgrowing the supplies of food, clothing and shelter is India" (40%). Many students responded Canada. The overall correct response rate for all items was 42 percent at the junior high school level and 62 percent at the high school level.

At this point in time, using overall scale scores, we have also looked at some relationships across variables. For example, we know that in our sample nationalism scores decline at the upper elementary level from grades 4 to 6. That is, 6th graders are less nationalistic. However, at the secondary level, scores decline from grades 7 through 9 and then level off. We also know that there are strong and significant relationships between nationalism and global knowledge. That is, the more students know about the world the less nationalistic they are.

Two hypotheses emerge at this point. First, one might conclude that much more "global" content needs to be included at the upper elementary and junior high school levels since students of those ages are still forming attitudes.

On the other hand, however, our examination of curriculum materials at the secondary level show very little "global" or international content. There were courses, of course, mostly electives. There were even some concept based courses. However, U.S. History, State History and History of the Western World predominated in our sample. If knowledge and attitudes are related, it is no wonder that nationalistic attitudes become fairly fixed, particularly given the influences outside of school which come to bear upon students.

Another interesting relationship question has to do with student aspirations. That is, nationalism scores are progressively lower for students in our sample, with higher educational aspirations. Such students are college bound. Not surprisingly, it is just those students who take courses with global content. John Porter, superintendent of public instruction in the State of Michigan, perhaps, was not too far from wrong when he accused "global" education of being an <u>elitist</u> curriculum.

Teacher Data. Teachers were asked to respond to 10 nationalism or attitude items. Four items were about the role of the school in global education matters and the other six focused upon specific attitudes.

Responses to the four school items were as follows:

1. Approximately 95 percent of all teachers agreed that "It is important that every child have the opportunity to study and learn about the political and economic systems of other countries."
2. Approximately 95 percent of all teachers agreed that "Schools should offer classes that will help students develop positive attitudes toward people from other countries."
3. Approximately 40 percent of all teachers agreed that "Schools should teach students to place world citizenship ahead of national citizenship."
4. Over 60 percent of all teachers agreed that "Schools are not placing enough emphasis on patriotism and respect of the flag." A slightly greater percentage of secondary teachers responded positively than did elementary teachers.

It is interesting to note from the numbers of responses to these items that many teachers agreed to all of them. This highlights one significant problem faced by global educators. Many teachers want to teach about other nations and people, they even want to develop more positive attitudes in students towards others. However, they want this done within a framework which also acknowledges and even promotes national loyalty. This issue, the issue of transcendence, set forth by de Chardin, Ulich and others has not been dealt with adequately by those of us in the field.

Teacher responses to the remaining six items were:

1. Approximately 35 percent of all teachers agreed that "Our country should not cooperate in any international trade agreements which attempt to better world economic conditions at our expense."
2. Approximately 70 percent of all teachers agreed that "The United States is closer to being ideal than any country has ever been." A slightly greater percentage of elementary teachers agreed than did secondary teachers.
3. Slightly less than 50 percent of all teachers agreed that "A populous country should not receive food or aid from the United States until it can prove that it is working toward the control of its birthrate."
4. Over 60 percent of all teachers agreed that "The immigration of foreigners to this country should be kept down so that we can provide for Americans first." A slightly greater percentage of elementary teachers agreed than did secondary teachers.
5. Slightly more than 25 percent of all teachers agreed that "If necessary, we ought to be willing to lower our standard of living to cooperate with other countries in getting an equal standard of living for every person in the world." A slightly greater percentage of secondary teachers agreed than did elementary teachers.
6. Slightly more than 30 percent of all teachers agreed that "It would be better to be a citizen of the world than of any particular country."

In summary, a majority of teachers believe that schools should teach about other countries and that they should help students develop positive attitudes toward people from other countries. However, they also believe that students should be taught to place national citizenship ahead of world citizenship and that schools are not placing enough emphasis upon patriotism.

A majority also agreed that we should not make major economic sacrifices to improve world living conditions nor should world citizenship be placed above national citizenship. A small majority believed in restricted immigration and about half agreed that aid should not be given to foreign countries that do not control their birthrate. Finally, a large majority agreed that the United States is closer to being ideal than any other country has ever been. Teachers, by-and-large, are nationalistic as measured by these items and there is little difference between elementary and secondary teachers.

Additionally, teachers were asked to respond to the statement, "This school is doing a good job of teaching students about the political and economic systems of other countries." Only 39 percent of elementary teachers and 55 percent of secondary teachers agreed. This seems a fairly good acknowledgement of the need to add such content to the curriculum and/or improve present teaching.

Scores for the ten items were collapsed into scale scores. Using those scores we examined a number of relationships. For example, we found that there were no differences between elementary and junior high social studies and teachers of other subjects with regard to nationalism. At the high school level, social studies teachers were only slightly less

nationalistic than teachers of other subjects. Even so, the mean score for high school teachers was higher than the scale mean (high school teacher $\bar{X} = 2.58$; Scale $\bar{X} = 2.50$).

We then looked to see what kind of in-service was being carried out to deal with this problem and/or the problem of improved knowledge. Teachers were asked to indicate the topics which had been dealt with at in-service sessions they had attended. One third of the high school social studies teachers responded that they had attended workshops devoted to social science content; 30 percent of the junior high school social studies teachers responded "yes;" only 14 percent of the elementary teachers who taught social studies responded "yes."

The response to the item "cross-cultural/international education" in-service training was even more dismal. Across all levels, approximately 15 percent of the social studies teachers in our sample had attended such workshops. This was true of only approximately 10 percent of teachers of all other subjects. Certainly, in a time when staff development activities seem to be on the increase (or at least the rhetoric about them), a case can be made for the need for more emphasis upon these topics.

Also, we found less nationalism recorded by teachers who were bilingual and multilingual and who had more travel experience. Unfortunately, when we examined teacher travel patterns we found 54 percent of high school social studies teachers had not traveled outside of the United States. That figure was 64 percent and 66 percent respectively for junior high and elementary social studies teachers in our sample. Also, only a very small percentage more of social studies teachers had traveled overseas than teachers of all other subjects. Finally, of those teachers who had traveled, most had been vacationing for periods of less than six months.

Similarly, we found that approximately 65 percent of all social studies teachers were monolingual, a percentage approximately equal to that of teachers of all subjects.

In summary, then, we find our average social studies teacher to be neither more multilingual, nor better-traveled than teachers of other subjects.

Given our assumption that greater global awareness would seem to be a desirable trait of persons who are charged with the teaching of history, geography, government, sociology, and other social sciences, these findings lead us to hypothesize about the following:

1. Opportunities could be made for social studies teachers to travel, both within this country and in other countries. School districts might well consider providing incentives for teacher travel as a way of developing global awareness.
2. Multilingualism in teachers of all subjects (but especially in teachers of social studies) could be encouraged in several ways as a means of developing more global awareness in teachers.
    a. by Board of Education-mandated hiring policies that seek out new teachers who are multilingual.
    b. by teacher education programs that require mastery of a second language (at a conversational, as well as a scholarly, level).

Parent Data. Parents were asked to respond to the same four items about the role of the school that teachers responded to. Well above 90 percent of the parents at all levels felt that "It is important that every child have the opportunity to study and learn about the political and economic systems of the world." Approximately 90 percent agreed that

"Schools should offer classes that will help students develop positive attitudes toward people from other countries." On the other hand, approximately 60 percent of the parents at all levels in our sample disagreed with the statement, "Schools should teach students to place world citizenship ahead of national citizenship" while over two-thirds also said "Schools are not placing enough emphasis on patriotism and respect for the flag."

Parents were also asked if the school was doing a good job of teaching about the political and economic systems of other countries. Parent responses were quite a bit more positive than those of teachers to this item. Almost 60 percent thought that the schools were doing a good job.

When we look at parent and teacher responses to these five items school-by-school, we see some possible problems. For example, we can find some schools where large numbers of parents believe that there is not enough emphasis upon patriotism and where large numbers of teachers disagree. Or we can find large numbers of teachers in some schools who believe that students should be taught to place world citizenship ahead of national citizenship and where parents disagree.

Where schools are trying to develop global curricula, it would seem advisable to have such data at hand. Further, where there seem to be discrepancies in attitudes it would seem advisable to have dialogue with parents. The role of the school as an educational agency does not stop at the front door.

Summary. A large amount of descriptive data has been condensed into this brief discussion. While it would seem to suggest that there is

a great deal of work ahead of us in the development of global curricula, it would also seem to suggest a growing awareness of the importance of global studies. All of us are left with an interesting challenge.